

III Career Awareness & Guidance Counseling

Strategy I: Establish opportunities for counselors to learn, understand and support American Indian Alaskan Native language and interventions “for living in a good way.”

Goal: The healing practices of the prevailing communities, including traditional ceremonies, elder councils and extended families are recognized.

Objective: Annually increase the number and quality of culturally responsive counselors by 10%.

Action Steps:

- Validate importance and role of Elders in the community life of the school.
- Identify and strengthen connections to cultural resources for counselors to aid in the development of an appropriate intervention plan and provide options.
- Require counselors to have specific skills in serving the American Indian/Alaskan Native (awareness, knowledge and skills) healing practices and philosophies during the annual counselors state conference.
- Help counselors advocate for establishment of heritage language classes in local schools and/or communities.

Strategy II: Establish opportunities in American Indian communities for career fairs, job shadowing, small business development and job relevancy specific to the community and employee knowledge and skills in conjunction with the student education occupation plans.

Goal: Tribal communities are actively involved in providing career, employment and higher education opportunities.

Objective: Annually increase the number of participants who attend career fairs and participate in job shadowing, internships and applied technology certification programs.

Action Steps:

- Ensure school counselor involvement in local school fairs.
- Inform parents and students about education and career opportunities in a culturally specific environment.
- A tribal communities partner with high school to inform students of specific employment opportunities in their own region, e.g. Utes provided information about Indian Health Service employment opportunities in Duchesne: medical lab technician, radiology technician, medical assistant, physical occupational therapy, nursing programs.
- Tribal communities partner with local schools to identify specific local needs, opportunities for future employment to meet community needs, training opportunities to support students in meeting local needs. How to create

parent, student, community partnership in supporting the student by giving back to the community through post secondary education.

- Form a tribal task force in partnership with Indian Affairs office to monitor and evaluate the comprehensive guidance program. Members need to be on the guidance and counseling accreditation teams. Meet with the Indian education directors to advocate for their involvement in meeting our goals.
- Share results of community career assessment with High School Counselors and directly parents and students at fairs and gatherings in culturally specific environments.
- Provide timely and frequent information about Tribal scholarships for higher education to be clear about:
 1. Due dates of scholarship applications.
 2. Contact people for scholarship information.
 3. Application requirements:
 - a. Whether they need a Certificate of Blood
 - b. Family economic status
 - c. Does tribe need copy of higher education admission
 - d. Does tribe need copy of student education plan
 - e. Does the student need to apply for the FAFSA (PELL Grant) first.
- As part of the comprehensive guidance program performance review, create a new standard that includes American Indian outreach programs.

Strategy III: For relicensure, mandate educators and counselors to have eight to ten hours addressing American Indian cultural values, beliefs, traditions and perspectives.

Goal: Opportunities and venues through which counselors can access inservice in American Indian culture, values, beliefs, traditions and perspectives are identified and provided.

Objective: Counselors who have completed 8-10 hours of credit, when seeking relicensure, will demonstrate and document BEST practices in counseling American Indian students.

Action Steps:

- Identify a menu of education opportunities.
 - a. SLCC Southwest people study tour
 - b. REACH
 - c. University
- Inquire about the process of the document and changes in the program.
- Professional development of all counselors and invite them as partners of the changes in the document.
- Establish criteria/methods for measuring counseling practices.

Strategy IV: Create American Indian/Alaska Native endorsement for counselors and advisors

Goal: To assure understanding of and cultural sensitivity to American Indian/Alaska Native students.

Objective: To increase the number of culturally competent and effective counselors and advisors.

Action Steps:

- Establish standards and criteria for American Indian/Alaska Native endorsement in counseling.
- Recommend that districts and schools that have 10 or more Indian students hire counselors who have the American Indian endorsement.
- Conduct pilot site of one district specific to high school that models professional development, endorsement and use of counselors with American Indian/Alaska Native expertise.